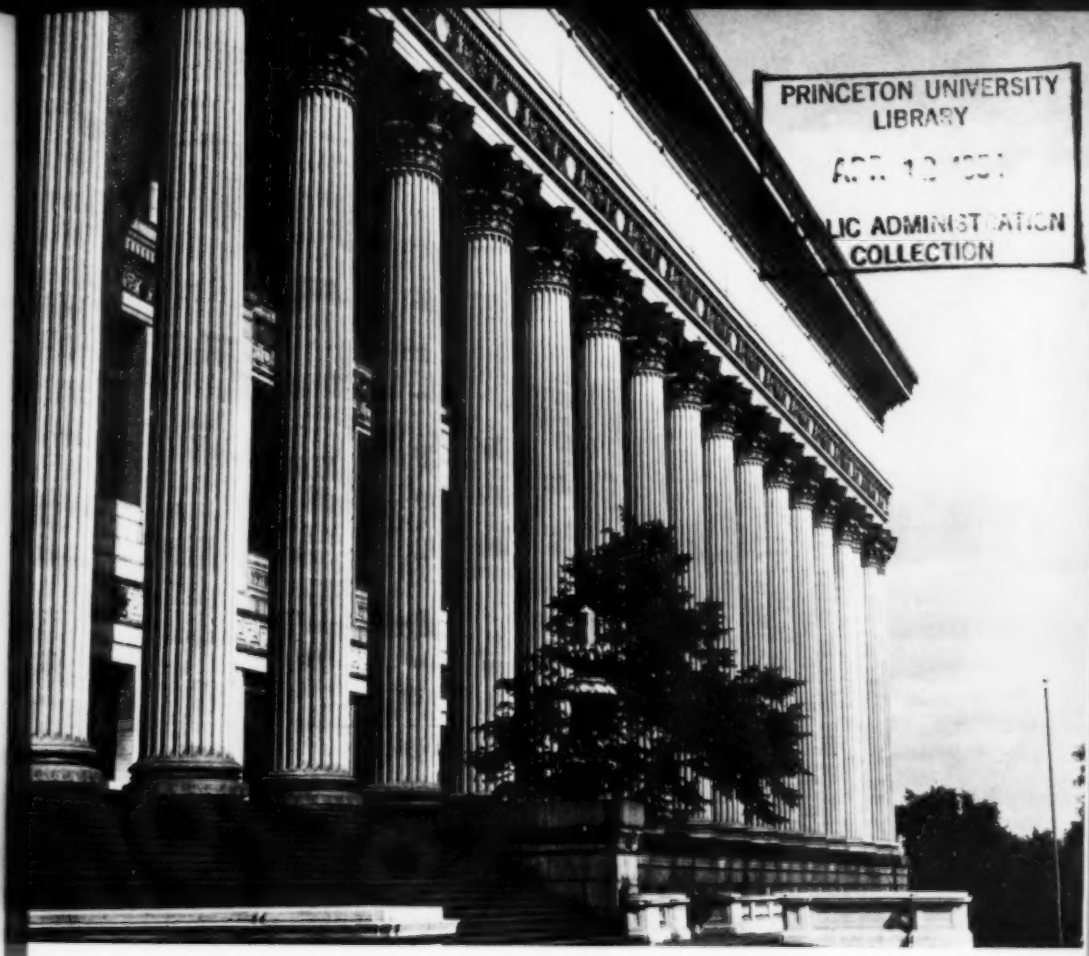

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BULLETIN TO THE SCHOOLS

In this issue:

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March 1954

VOLUME 40
NUMBER 7

THE UNIVERSITY OF THE STATE OF NEW YORK

COVER PICTURE: The State Education Building

Photograph by John J. Vrooman

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor*

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Bulletin to the Schools

VOLUME 40 MARCH 1954 NUMBER 7

Regents Anniversary Convocation

Two-Day Meeting Will Commemorate Past Achievements and Point the Way to Future Advances

THE YEAR 1954 WILL MARK THREE IMportant anniversaries in the history of education in our State. It will be the 170th anniversary of the founding of the Board of Regents and the creation of The University of the State of New York; it will be the 100th anniversary of the creation of a separate Department of Public Instruction in 1854; and it will be the 50th anniversary of the Unification Act of 1904 which created the present Education Department and introduced the modern era of educational administration in the State of New York under the Board of Regents and the University.

In order to commemorate these three notable anniversaries and past achievements as well as to envision the future requirements of our educational system in this changing world, the Regents plan to hold a two-day Convocation of the University in Albany on April 8th and 9th.

The general topic of the Convocation will be "Unity in Education with Diversity under the Board of Regents" and during these two days at least ten meetings on various topics will be held. The 92,000 teachers in the public schools of New York State are fully aware of the unique character of the system of educational organization in New York, which derives from the position of the Board of Regents of The University of the State of New York in relation to all public, private and parochial educational institutions in the State, ranging from the kindergarten through the university and postgraduate school. The sessions of the Convocation have been planned to assist all those who participate in this educational enterprise as they plan for the future.

Thursday afternoon, April 8th, the theme "Foundations and Future of American Education" has been chosen for a sectional meeting of public, private and parochial school officials, school board members, representatives of parent-teacher associations, university women and all citizens' organizations whose work lends support to the schools. Dr Henry Steele Commager, professor of history, Columbia University, will address this session on the topic, "American Education — Our Bulwark of Freedom." Dr Samuel Brownell, United States Commissioner of Education will also speak at this session on the topic, "Future Planning for Our Schools." A third speaker, Dr Finis E. Engleman, Connecticut Commissioner of Education, will address the group on the topic, "American Education — Today's Elementary and Secondary Schools."

A second sectional meeting is planned for that afternoon of interest to college and university representatives, professional organizations and the public. It will have as its theme, "Our Material and Human Resources: A Basis for Educational Planning." Addresses will be made by Dr Fairfield Osborn, president of the New York Zoological Society; by Dr Dael L. Wolfle, director of the Commission on Human Resources and Advanced Training; and by Dr Paul B. Sears, chairman, Conservation Program of Yale University.

Two sectional meetings are planned for Friday morning, April 9th. One of these on the theme, "Basic Issues Facing Education," will be of special interest for school superintendents, principals and teachers from the public, private and parochial schools of the State. Addresses at this session will be made by President Henry Harrington Hill, George Peabody College for Teachers, on the subject, "Trends in Public Education"; by Dr Paul Woodring, professor of psychology, Western Washington College of Education, on "Current Criticisms of Our Schools"; and by President William Fletcher Russell, Teachers College, Columbia University, on "What's Right with Our Schools." That morning a sectional meeting is planned for college and university groups, representatives of professional boards and organizations and others interested, on the theme, "The Future of the Professions: A Basis for Educational Planning." Three speakers of national repute intimately associated with the work of the professions will give addresses at this meeting. They will be Dr Louis Hopewell Bauer, past president of the American Medical Association and secretary general of the World Medical Association; Clarence H. Linder, vice president, General Electric Company; Dr Erwin N. Griswold, dean, Harvard Law School.

Four luncheon sessions have been planned for Friday noon, April 9th. One of these, for members of school boards and representatives of citizens' groups supporting the public schools, is being sponsored jointly by the New York State School Boards Association with the Regents. Following the luncheon, a panel discussion will be held with Clifton B. Smith, past president, National School Boards Association, as moderator. Mrs James W. Kideney, chairman, Regents Council on Readjustment of High School Education; Louis Hollander, president, New York State C.I.O. Council, and member, Regents Council on Readjustment of High School Education, and J. Stanford Smith, manager, General Public Relations, General Electric Company, and member, Regents Council on Readjustment of High School Education, will each make an address at this session.

A second luncheon is planned for professional boards and councils and others professionally interested, as well as the general public, and following the luncheon there will be addresses by Chancellor Henry Townley Heald, New York University, who will speak on "The Responsibility of the Professions to Future Society," and by Dr Harlan H. Horner, formerly Associate Commissioner for Higher and Professional Education, who will speak on "Professional Ethics."

A third luncheon will be held for superintendents of schools and other school administrators and teachers. The theme for this luncheon session will be "Problems Confronting Our Schools." Addresses will be made by Dr Francis M. Crowley, dean, School of Education, Fordham University, on the subject, "The Private and Parochial Schools," and by Dr Virgil Rogers, dean, School of Education, Syracuse University, on the subject, "The Public Schools."

A fourth luncheon session will be held for college and university representatives

and others interested in the theme, "The Future Significance of the Liberal Arts." Two of the three speakers for this session are Dr Mark Van Doren of Columbia University, and Dr T. C. Blegen, dean, Graduate School, University of Minnesota.

Later Friday afternoon at 3 o'clock, a general session of the Convocation will be held in Chancellors Hall on the theme "Our Moral and Cultural Resources." Addresses will be made at this session by Dr Abram Sachar, president, Brandeis University; Dr Clarence E. Manion, formerly dean, Law School, University of Notre Dame; and by Charles Phelps Taft, formerly president, Federal Council of Churches of Christ in America.

Evening sessions, Thursday and Friday, have been planned which will interest all those concerned with the future of education in the State of New York. Governor Thomas E. Dewey and Admiral Arthur W. Radford, chairman of the Joint Chiefs of Staff, will address the Convocation Friday evening. One of the speakers Thursday evening will be Harold Stassen, director, Foreign Operations Administration, whose address will be entitled "American Education — The Path to International Understanding." Another speaker that evening will be Dr Frank P. Graves, former Commissioner of Education, whose address will be "The Invisible University." The third speaker will be Dr Jan Herman van Roijen, Ambassador of the Netherlands to the United States.

In connection with the celebration of the anniversary Convocation dates, the Department has prepared an extensive series of exhibits which will be on display throughout the Education Building during Convocation week and for a time thereafter. In the corridor on the main floor of the building, 30 or more panels dramatizing the expansion of educational

Chancellor John P. Myers

opportunities in New York State over the past 50 years will attract the eye of those attending the Convocation. In the form of photographic murals, these panels will cover graphically the story of education in its many phases in our State over the past half century. Mural topics will include elementary education, secondary education, special services for children, private and parochial schools, the public schools, vocational rehabilitation, adult education, higher education, together with historical treatment of the rise of many aspects of present-day education in New York State which we are apt to take for granted. These include the tremendous building programs of recent years, the vastly expanded financial support for public education and the countless new developments in method, technique and devices for securing the educational goals which we have set for ourselves in New York. Also included will be a dramatization of the Regents' plan for the future —

a look ahead into the decades that are to come wherein even greater educational advances are certain to take place.

The State Library and the State Museum also plan extensive exhibitions both on the Museum floor and in the Rotunda and adjoining spaces of the Library. The Museum's entire collection has been screened in order to provide exciting and valuable displays of materials of wide appeal in connection with the Convocation program. The Library exhibit will include materials from its various sections that illustrate the treasure held by the State Library including manuscripts, historic documents and rare books. One feature will have special appeal for the Convocation guests as it will include a representative collection of textbooks from the Library collection with examples ranging from the early New England Primer to the most recent tools of learning. The Medical Library, the Law and Legislative Library and the Library Extension Division are providing materials illustrative of the fields where their holdings are remarkably complete.

The Board of Regents and the staff of the Education Department extend a cordial invitation to all persons interested in education to attend the sessions of this extremely significant Convocation.

Brochure Will Recount Progress

Convocation Book in Pictures and Text Gives History of Education from 1784 to Present

A 176-PAGE BOOK ENTITLED EDUCATION in New York State, 1784–1954 will be published by the Board of Regents upon the occasion of the 87th Convocation to be held in Albany, April 8th and 9th.

Edited by Harlan Hoyt Horner, former Associate Commissioner for Higher and Professional Education, the book is profusely illustrated with school pictures from all parts of the State portraying education as it was in years gone by and as it is today. The book contains both a history of education since 1784 and a description of education in 1954.

Opening with a reproduction of the plaque that marks the site of the first school in New York State conducted by the Dutch schoolmaster Adam Roelantsen in 1638 near the lower tip of Manhattan Island, the book reproduces the first and second pages of the minutes of the first meeting of the Board of Regents held in New York City, May 4 and 5, 1784.

In his first chapter the author sketches the events of the years during which George Clinton was the first Chancellor and Alexander Hamilton and John Jay were members of the Board of Regents. He recalls how the first three years of the Board of Regents were devoted

largely to the management of Columbia College, formerly King's College, now celebrating its 200th anniversary. There are pictures of the buildings in which Columbia held its first classes.

There are pictures, too, of the first institution to be chartered by the Regents, Erasmus Hall Academy, Brooklyn, chartered in November 1787, the year of the adoption of the American Constitution. The author tells of the many academies that were chartered by the Regents in various parts of the State during the years that followed.

Many of these academies were the forerunners of the modern public high school. Not a few grew to collegiate stature.

Bringing to the fore repeatedly that the purpose of the State Education Department has been to give equal educational opportunity to all the children of the State and to elevate educational standards, the Regents' book tells of the early history of the common schools, the struggle for really "free" education, and how it came to pass finally that children in the rural areas were able to have the same chance for a well-rounded education as children in the larger communities. There are set forth the financial problems that were involved and how these were solved to bring about the desired result — state aid for education, in recognition of the fact that not all localities are able to afford the same taxes.

The book tells of the difficult years during which there was divided authority, with the Regents in charge chiefly of the academies and colleges, and the Superintendent of Public Instruction having to do with the common schools. There was overlapping and confusion, not eliminated until 1904 with the enactment of the law that created the present State Education Department under the governance of the Board of Regents.

The author traces in words, pictures and charts the development of the physical plant in which the job of education is being done, from the one-room, one-teacher school to the modern community-centered, multi-roomed central school. He notes the increased public support of education from the day when Adam Roelantsen was the only teacher, to the present when there are 88,000 teachers.

The book brings into focus the size and scope of the state school system and tells us how it is administered and how it functions.

There is a description of the unique system of education that prevails in New York State with the Board of Regents presiding over the largest university in the world and having jurisdiction not only over schools from kindergarten through college, but over all the professions as well. The Regents have jurisdiction, too, over the libraries, museums, art galleries, historical societies and other cultural institutions. The Regents' far-flung jurisdiction extends even to the recognition of schools in foreign countries.

There is included the story of the colleges, universities and professional schools of New York State and of the growth and development of the teaching profession, teacher education, teacher training and certification.

Regents examinations and the Regents scholarship program are explained fully, with mention being made of the increase in the number of Regents scholarships from 750 to 1654.

The development of vocational education and the setting up of a program for the education and health care of physically and mentally handicapped children are adequately treated.

What the Convocation Celebrates

Expansion of Opportunity and Maintenance of Standards of an Educational System for Free Men

FREDERICK A. MORSE
Secretary to the Board of Regents and Commissioner

IN OUR DEMOCRACY, EDUCATION FROM the beginning has been increasingly a means toward winning for the individual that freedom of conscience and action upon which our country's founders based their hope for the Nation's success. Parallel with the steady enlargement of opportunity for the education of the future citizen has been an increased sense of the individual's responsibility under God for the preservation of his rich heritage both political and cultural. In New York State there has evolved over the past 170 years a system of education unique in our country and without peer throughout the rest of the world. Its history in brief has been the expansion of opportunity for and the elevation of standards in education. In retrospect it appears to have been designed as a guarantee providing for the constant addition of free men to our society whose purposes are the more nearly realized with each passing decade in an ever-evolving civilization of constantly increasing complexities.

America and this State in particular were the heirs of a rich tradition of scholarship and teaching, illumining the rise of western civilization from its roots in Judaic and Graeco-Roman cultures through to the Age of Exploration and Discovery during which our own colonial forbears transported to these shores the ideas of the Renaissance, Reformation and the Era of Enlightenment. Dutch and English influences comingled at the outset to lend character and strength to the interpretations our own State would give these perduring values of faith in God, of the worth of the individual, of the dignity of work and of the perfectability of man implicit in the doctrine of the inevitability of progress associated with the 18th century philosophers with whom our own early Regents, Hamilton, Jay, Livingston and others, were kin.

Since those days and with the rise of the common man and the growth of industrialism, education in New York has not only been increasingly responsive to the developing needs of the local community, but it has also been the most important single factor in the assimilation of recurring tidal streams of new citizens from abroad and the channel through which has come the flood of technology in agriculture and industry, economics and management, each with its works of hand and brain, predicating the new age in which we live. Achievements in times of peace and victory in our country's wars are based on an educated and informed people. Humanity of thought and action, equanimity of temper for a State and Nation are not the products of the soil, industry or a climate; they issue from a system of education broadly based, nobly inspired and ably directed. With such a system, material gain is assured while the intangible values of integrity, decency and right living are preserved and their meaning enhanced.

New York State can be justly proud of its system of education — public, private and parochial; not because of its great size, nor even because of its services contributing in manifold ways to almost every facet of the life of people both in our State and beyond its boundaries; but because of the spirit that pervades it. This spirit embraces the doctrines of home rule, local support, state aid, the freedom of all combined with the responsibility of each; all of which gains expression in the phrase chosen as the theme for this Convocation: *Unity in Education with Diversity under the Board of Regents.*

Expansion of opportunity for and maintenance of standards in education, in a phrase, describes the purposes for which the Education Department exists. It is to those ends that the Regents and the officers of administration under their leadership strive. Viewed in the focus of this phrase, the entire history of education under the Board of Regents in this State from 1784 to the present becomes for the observer an orderly development. In this light, the grand tapestry of educational enterprise in New York State takes on colorful, vibrant meaning as the countless threads of individual and collective effort are worked into the present design. This design, as always, features opportunity for the individual to realize to the maximum his competencies and thereby to promote for the whole the greatest utility of the State's richest resource, the combined talent of its people schooled and made effective for lives of personal usefulness, satisfaction and service.

Tracing the development of physical plant, in which the job of education has been done, finds our people supporting initially the one-teacher, one-room school, and then moving forward to the modern, typically community centered, multi-roomed, central school plant of today. Parallel with this expansion and refinement of plant, we note the increase of public support in revenues devoted to education, from the humble wage assigned the first Dutch schoolmaster to the payroll of today in support of 92,000 teachers in the public schools of New York State.

The course of education's rise in New York is like a mighty river whose tributaries, small at first, now enrich a large domain and nurture fifteen million people. These tributaries bear the names of the three R's; the common school; the private academy; the public-supported elementary school; the public high school; vocational education; teacher education; professional education; municipal and state-supported higher education; adult education; health and physical education; administration of standards in 17 licensed professions; medical, psychiatric, psychological and guidance services; chartering of religious seminaries, libraries, museums, learned societies and cultural associations; and a myriad of other tributaries, too numerous to list.

The unique character of this system of educational organization, harnessing and directing the flow of this great river of enterprise, derives from the position of the Board of Regents of The University of the State of New York in relation to all public, private and parochial educational institutions in the State, ranging from the kindergarten through the university and postgraduate schools. It is the anniversary of the founding of the Board of Regents, its incorporation by the New York State Legislature in 1784, that we celebrate this year of 1954, and it is through pride in the magnificent achievement made to date under the Board of Regents that we properly make account of it in the Convocation of this year. Indeed, we have three years whose anniversaries we signalize the coming April.

The 1854 anniversary date is significant because of the creation in that year of a separate Department of Public Instruction. We remark it, because 1854 was a point of departure from which in succeeding years there came increased recognition of the basis of free public schools for all. Not in a year or a decade was this basis firmly laid. Nevertheless, there is discernible a clear pattern of increased state support for public education following 1854.

Our third anniversary date, 1904, which saw the unification of the public school system accomplished and the present State Education Department created, introduces the modern era of the administration of all education in New York State under the Board of Regents and The University of the State of New York. While the grand design for the fabric of education in New York State is epitomized by these dates of prime significance, two observations about it are in order: (1) the design is incomplete, (2) the constitutional and organizational potential of the Board of Regents permits the rounding out of the design in the years ahead. Thus, as in all historical reviews, we profit from the backward glance in order that we may better project the forward march.

The citizen of probity, the professional member of the Education Department and each teacher or administrator in the schools of the State justifiably is proud of the structure built by the thought and labor of many men and women over the past 170 years. But each one of us must now ask himself what we need to do for a fuller realization of our purpose, the expansion of opportunity. No sense of pride in past accomplishments should deter the keenest analysis by us of what we now do in many areas of the trust bestowed in us. Granted the unique organization of our affairs, and perpetuating the spirit of cooperation between Legislature, local government, Education Department and Board of Regents, we celebrate anniversaries which are but the threshholds of eras for ever-added service to the youth and to the adult population of New York State. As with high hope we face the future with its anniversaries of achievements yet to come, let us raise some questions about our work as did our forbears, who having once asked the questions, found answers and laid the foundations on which we are privileged to stand.

Meetings Stress School Economies

Economies in school building construction were discussed at three meetings conducted by the Division of School Buildings and Grounds of the Department during March. The meetings were held in Rochester on March 11th, in Albany on March 16th and in Garden City on March 18th.

The meetings were attended by school architects, school board officials, school superintendents, principals and representatives of the State Commission on School Buildings and of the State Education Department. Discussion centered around the Economy Handbook published by the State Commission on School Buildings, of which Frank C. Moore is chairman. This commission has been studying economy in school construction since its appointment in July 1950.

One Hundred Seventy Years

The University of the State of New York Is Oldest Continuous State Educational Agency in America

THE FIRST OF THE ANNIVERSARIES to be observed at the 87th Convocation that the Regents will hold April 8th and 9th is the 170th anniversary of the establishment of the Regents of The University of the State of New York by legislative act in 1784.

The Governor, the Lieutenant Governor, the temporary president of the Senate, the Speaker of the Assembly, the mayor of the City of New York, the mayor of the City of Albany, the Attorney General and the Secretary of State were ex officio members of the original Board of Regents. They and 24 other distinguished citizens constituted the Board.

Governor George Clinton was named first Chancellor of the Board at its first meeting at the home of John Simmons in New York City, May 4–5, 1784. Other officers appointed were Pierre Van Cortlandt, Vice Chancellor; Brockholst Livingston, treasurer; and Robert Harpur, secretary. Alexander Hamilton and John Jay were among the members of the Board.

Invested by the Legislature with all the powers and duties formerly exercised by the Governors of King's College, the name of which was then changed to Columbia College, the Regents assumed governance of The University of the State of New York, the oldest continuous state educational administrative agency in America.

For the first three years of its existence the Board of Regents devoted itself largely to the rehabilitation and management of Columbia College. In 1787, upon recommendation of the Regents, control and management of Columbia College was transferred to a separate board of trustees.

The first institution to be chartered by the Regents was Erasmus Hall Academy, of which Senator John Vanderbilt, a Regent from 1784 to 1787, was a sponsor. Chartered in November 1787, Erasmus Hall is now a public high school occupying the same site that it occupied 167 years ago at Flatbush and Church avenues, Brooklyn. The original building in which Erasmus Hall Academy was housed has been preserved and restored to usefulness as a school museum.

In 1795 the Regents incorporated Union College, Schenectady, second oldest college in the State. Hamilton College was chartered by the Regents in 1812; Geneva College, now Hobart, in 1825; Manhattan College in 1863, St Bonaventure in 1875, and Niagara University in 1883.

Since its founding 170 years ago the Board of Regents has chartered hundreds of schools, academies, colleges, libraries, historical societies, art galleries, museums and other educational and cultural institutions, both in this country and abroad. To have the recognition of the Board of Regents of the State of New York, whether an educational institution be located in Glens Falls, New York, or Istanbul, Turkey, is to have the highest recognition that may be had anywhere.

In 170 years the Legislature has given the Regents jurisdiction not only over all

educational and cultural institutions but over the professions as well — medicine, dentistry, pharmacy, architecture, engineering and 12 other professions.

Under the Constitution, education is designated as one of the civil departments of the State Government, and on January 1, 1895, as a result of the Constitutional Convention of the previous year, the Regents became a constitutional body. On January 1, 1938, the Regents became the constitutional head of the educational branch of the government.

From any point of reckoning the most conspicuous landmark in the history of education in this State is the Unification Act (chapter 40, Laws of 1904), which changed the number and enlarged the powers and duties of the Regents. This act eliminated ex officio Regents, reduced the number to be appointed by the Legislature to 11, chose the 11 from the membership at the time and provided so far as then possible for one Regent from each judicial district in the State. Chapter 140 of the Laws of 1910 provided that there should always be three more Regents than the number of judicial districts. Since there are now ten judicial districts there are, therefore, 13 Regents, one from each of the judicial districts and three at large, one chosen each year for a term of 13 years, subject to retirement at 70 years of age for all not serving as a Regent on April 2, 1945.

For the past 90 years the Regents have held annually with few exceptions an educational meeting which began as "The University Convocation of the State of New York," attended by the officers and faculties of the colleges and academies and which was expanded in the course of time to embrace all educational institutions and interests in the State. The first Convocation was held in August 1863.

Before the establishment of the Convocation the Regents occasionally conferred honorary degrees upon men of high attainment in education and in public and private life. The practice for many years has been to confer such degrees at the Convocation. In the past 162 years, 115 such have been conferred, beginning with the doctor of laws to Robert R. Livingston on March 13, 1792. Among those who have subsequently received honorary degrees down through the years are Joseph Henry, Mark Hopkins, William Cullen Bryant, Peter Cooper, Thurlow Weed, Seth Low, Elihu Root, Thomas A. Edison, Charles Evans Hughes, Charles William Eliot, William Howard Taft, Alfred E. Smith, Nicholas Murray Butler, Albert Einstein and Dwight David Eisenhower.

Building Plans Approved

Plans for new school buildings and major additions approved by Commissioner of Education Lewis A. Wilson upon recommendation of the Division of School Buildings and Grounds during January include the following:

Frontier Central School District, Erie county, new junior-senior high school and bus garage, $4,647,074

Woodmere, Nassau county, new senior high school, $2,650,000

Oceanside, Nassau county, new elementary school, $865,000

Burnt Hills-Ballston Lake Central School District, Saratoga county, new junior-senior high school and bus garage, $1,980,000

Westfield Central School District, Chautauqua county, new elementary school and junior-senior high school, $1,960,000

District 4, Wheatfield, Niagara county, addition to present building, $89,500

Belleville Central School District, Jefferson county, additions and alterations to central school, $475,000

Rocky Point, Suffolk county, addition to school, $608,260

What It Means To Be American Boy

Spontaneous expressions of what it means to be an American boy, written virtually 100 years apart by two public school boys in New York City, are among the features contained in the anniversary brochure published by the Board of Regents for the 1954 Convocation.

Dr Elias Lieberman, associate superintendent of schools in New York City and a member of Commissioner Lewis A. Wilson's anniversary committee, found the earlier expression of what it means to be an American boy in an anthology of pupil compositions compiled in 1855. It was written in that year by a boy named Francis D. Moulton, who was a student in Ward School No. 1, Twelfth Ward, Manhattan. Estimating from all he could learn about the matter that Francis Moulton must have been about 13 or 14 years old when he wrote his composition, Doctor Lieberman thought it would be interesting to see how a public school boy of today, in the same age range, would treat the same subject: "What It Means To Be an American Boy."

Without telling them why he wanted the compositions Doctor Lieberman called upon a group of New York City principals to have a number of school boys of 1953 write on the same topic that Francis Moulton wrote on in 1855.

From among the compositions submitted, Doctor Lieberman selected one by Robert Norato, a pupil at the Seth Low Junior High School, Brooklyn, to publish side by side with the expression of Francis Moulton.

The two statements on what it means to be an American boy, one written by Francis D. Moulton in 1855, and the other by Robert Norato in 1953 are printed in the next column.

WHAT IT MEANS TO BE AN AMERICAN BOY

The space usually allotted to a schoolboy's composition precludes me from entering more minutely into detail on the subject, for the purpose of advancing irrefutable amounts of evidence to prove, that the fate of the American boy is cast in the happiest land beneath the wide canopy of Heaven. His education is as free as the air he breathes, his intercourse with society is unrestrained as his own mountain breezes; merit meets a sure reward, and, in fine, mind is made the standard of the man. Thrice happy then am I that I was born beneath the banner of the Stars and Stripes, that splendid emblem of union, light and liberty, in the land where no impediment, save want of moral worth, is placed in the path of the American boy. He may ascend from the lamplighter's ladder to the chair of the President of this model republic, for we here are all hereditary kings. My heart dilates with pride when I feel that Washington, Franklin, and a great host of others, renowned in history as the greatest statesmen and philosophers that ever lived, were all once, like myself and associates, American boys.

FRANCIS D. MOULTON

WHAT IT MEANS TO BE AN AMERICAN BOY

To be an American boy means to me that I have the best education any boy in the world can get. I can select my own place of work. I may say what I want, I may write what I want. I may go to church and believe in God.

I have a house to live in, a place to play, and a place to pray. You may think nothing of what I have, but if you put your head down and think, that's what most people want.

That's what it means to me to be an American boy in 1953.

ROBERT NORATO

Teacher Recruitment Responsibilities

Strenuous Activity in Every Locality Needed To Attract Those Who Will Become Good Teachers

As one goes through the long lists of teacher personnel problems no single item may be found which does not directly or indirectly affect the supply of teachers. Efforts to relieve teacher fatigue by adjustments in the noon-hour supervision problem, increases in teachers' salaries, improved orientation programs for beginning teachers, leaves of absence, increased retirement benefits, improved school administrative services and adequate school housing facilities are among the items which have a beneficial influence on potential candidates.

The State Education Department takes an active interest in creating better conditions for teachers through a number of services. Favorable action for teachers, however, does not become a reality in the State Education Department. It becomes a reality in the local community. No state effort toward recruitment, however wise, however vast or however costly, can become a reality without strenuous activity in every locality in the State.

We have already established many goals which seemed impossible to attain ten years ago. Many other goals which seem unattainable today will be realized within the next ten years. It is now our problem to maintain the high quality of personnel of which New York State has been so proud. It is our problem now to find people who are either fully qualified or who, if we use reasonable criterions, have the potential to become able teachers in a short time.

It is evident that our normal sources will not supply enough teachers for the next several years. We will achieve adequate teaching service for all the children only through increased efforts by everyone concerned at the local level. There is no question but that in most communities there are persons who could become good school teachers if they were only induced to make the attempt. Two years ago superintendents of schools were urged by the State Education Department to ask liberal arts graduates to enter the Intensive Teacher-Training Programs in several teacher education institutions in New York State. Teachers college officials said that because of this effort the applicants were, as a general rule, of higher quality and applied in greater quantity than in any previous year. We need to canvass every home in the State for potential teachers.

One problem has been that a community finds itself competing with other communities for teachers. This competitive process will never bring into service a substantially increased supply of teachers. Large numbers of excellent young people must be convinced that teaching has more for them than other callings.

It is the responsibility of superintendents, supervisors, teachers, boards of education, parents and other able people of which every community can boast to assume an active personal role in teacher recruiting. Superintendents especially are urged to bring this matter to the attention of all who can help.

Three points should be kept in mind:

1 Keep positive factors foremost. There are many!

2 Recruit for *teaching*. Recruiting for just one field sometimes raises barriers. Shortages impend in nearly all fields!

3 Involve everybody. Active, creative interest in the public schools has always been a mark of good American citizenship!

In a message to superintendents Commissioner Lewis A. Wilson said:

> Immediate recruitment efforts must include former teachers, teacher graduates who did not enter the profession, graduates of the Intensive Training Program and other sources. But the long-term need for qualified teachers can be filled only by the most intensive effort to recruit from new sources. The strength of that effort can be successfully carried on only by members of the teaching profession as one of their greatest professional responsibilities.

Here are some of the ways in which you can work to recruit teachers for the profession: You can establish chapters for Future Teachers of America (write National Education Association, 1201 16th street, N.W., Washington 6, D. C., for literature); arrange pupil visits to nearby colleges; arrange for visits of college personnel to the school; plan special demonstration days and school assemblies; alert guidance counselors and all members of the teaching staff; appoint teacher recruitment committees (lay and professional); plan career days; investigate the teacherette programs; secure recruitment literature and arrange special library shelves; plan radio and television programs; use bulletin boards and other publicity mediums; invite state teachers colleges to cooperate; allow interested pupils to assist in professional meetings; plan pupil participation in American Education Week; plan special visiting periods for high school pupils interested in elementary grades; establish chapters for Delta Kappa Gamma, national honor society for teachers; check loan funds and scholarships available for interested pupils; plan personal interviews with pupils and parents; alert the community to the need; stress the positive rewards which the teaching profession offers.

These rewards of teaching are many and satisfying: service to society and democracy; a sense of accomplishment and a satisfying career; prestige; the joy of working with children; leisure time; good salary, security, leaves of absence for travel and study; unselfish patriotism.

Probably no other profession offers greater opportunity for challenge and variety. There can be no greater reward than that which comes from helping some boy or girl master the essential skills of living and of becoming a good citizen. One new teacher has written:

> My greatest satisfaction is to watch children grow and develop. I am challenged every day to find and bring out the good that is in all children. I like their friendly spirit, their sincerity and their frankness. I am happy that they feel free to share their joys and sorrows and to confide in me. It is a privilege to help them make the most of their talents and abilities and to give them an appreciation of their social and civic responsibilities.

There are opportunities for advancement for public school teachers both in and out of the profession. There is a constant need for experienced and successful teachers to fill positions in administration and supervision in the schools; the demand for men is especially great. Colleges and universities are always on the alert to find teachers of unusual ability. In fact, the skills and knowledge developed in teaching have wide application in all phases of living.

There are challenges in teaching which demand intelligence, ambition and service — but never before has there been greater opportunity for so many young people for a truly satisfying career.

A Good Elementary School Building

These Are the Features Needed for Proper Functioning of School Program

BASIL L. HICK
Associate in Educational Plant Planning

THE CLASSROOM IS THE HEART OF AN elementary school; however, as with the heart in the body, other organs or areas are necessary for the proper functioning of the school program. In elementary schools children learn the three R's. They are also helped to develop a natural curiosity in the world around them, to learn how to get along with adults and other children, to learn to make friends and keep these friendships, to develop interests in music, the arts and science. They are aided in building strong and sound bodies and to grow comfortably at their own rate.

The Classroom

Today we believe that learning takes place much better if what is being learned has meaning. Consequently, instead of studying arithmetic for 20 minutes and spelling for 20 minutes etc., teachers work with the child to set up his own problem — one that in its solving will require number relationships, language arts, art, science and many other phases of our culture.

Pupils must have room to move about so they can be actively engaged. They work individually, in small groups or as a class. The furniture ought to be of the movable type, preferably with separate chairs and tables, for this type of furniture lends itself to greater flexibility.

It is customary today for children to be constructively active doing different things in different parts of the room. Some might be busy in another part of the school and some might be learning about the local community at firsthand. This trend — of having children work together in small groups — places more responsibility on them for outlining, solving and evaluating projects.

In order to give individual attention to pupils so that each may develop to his greatest degree, a class size of about 25 is desirable. A school which will house 500–600 pupils is considered to be of a size which will make best use of the various physical spaces in the building and of the various special consultants who help in coordinating the programs of the school.

A single-story elementary school seems therefore to be better educationally and may be more economical than a multi-story building. Such an arrangement also helps to do away with the idea that a school is an institution. If a two-story building is necessary or desired, however, the kindergarten and primary grades should be on the ground floor so that the children in these grades will not have to negotiate steps. Classrooms should be planned so that the out-of-doors can be used easily if so desired.

Within the rooms facilities for art, music, science, woodworking and library are provided. These activities necessitate a source of water, much space for storage of various equipment and supplies and electrical outlets.

Since children will be housed in this room the greater part of the day, the room should be so oriented that it receives some sunshine during the day. Rooms should be colorful; often different grades are finished in different colors.

Classrooms are generally oblong in shape, although more and more the square classroom is coming into use. Window sills in these rooms should be low enough to allow a child to see what is happening out-of-doors even when he is seated. This adds to the feeling of openness within the room.

Since elementary buildings house small children it has been the feeling of those responsible for the activities in these schools that everything possible should be done to make the room and school in general as friendly and homelike as possible. Today's classrooms are constructed with nine-foot to nine-foot six-inch ceilings, a height which contributes to the homelike atmosphere.

Since the sky in this State is overcast the major part of the school year, artificial illumination is now considered the main source of light.

Playroom

Space needs to be provided within the school to give pupils an opportunity to participate in activities that will aid in physical development, for during this period of life children grow rapidly; they need space to run, throw, skip and hop. A relatively large area is needed for these activities. Many boys and girls in the upper elementary grades like to play basketball, but in a well-balanced program basketball constitutes only a very minor part of the program. Games such as volley ball, newcomb, badminton, paddle tennis, dodge ball and other circle games make up the activities which help in the physical development of an elementary school child.

Cafeteria

More and more, a cafeteria is considered necessary in a good school. Besides providing a nutritional hot meal at noontime, it affords an excellent opportunity to teach different aspects of a balanced diet. Where could there be a better opportunity to teach the manipulation of silverware and the practice of the various social graces which should accompany any meal? The kitchen should be planned to accommodate the program which the school wishes to offer.

Auditorium

An area should be provided within an elementary school for assembling the majority of the pupils. This auditorium will be equipped with a stage adequate to accommodate with ease an elementary group — for often in this type of school the whole class is participating at one time. Ideally, the auditorium should be built with a sloping floor. It is not necessary for it to have natural light. Special attention should be given to the acoustical treatment of the room.

Auditeria

Although these areas as described above are ideal, facilities for eating and assembling the pupils can be provided another way. In small schools, and in some larger ones where economy of space is a necessity, this assembly area has a flat floor and is often combined with the cafeteria; this room is being called the auditeria. This area would be used for about two hours as a cafeteria; the rest of the schoolday it would be available for other purposes. If it is equipped with a stage and if space is provided for the storing of tables and chairs, it may well serve as a place of assembly. Since it is a relatively large area it is adaptable to accommodating large groups such as an orchestra or band which many elementary schools have.

General Purpose Room

In many schools it is necessary to combine the playroom, cafeteria and the assembly room. In this case the kitchen would be adjacent to the large area and a stage would be provided. This, of course, is not as desirable as separate facilities. It is often, however, an economic necessity.

Music

If some small rooms are adjacent to the cafeteria or auditorium, this general area can be headquarters for the music in the school. The small rooms would be used for individual or ensemble practice rooms. The music program in which all the pupils participate, however, will be carried on in the classroom.

Library

Every elementary school where a librarian is to be employed, either on a part-time or full-time basis, should have a library reading room. This room should be as large as the ordinary classroom and should have a central location. Its arrangement should be appropriate to the ages and sizes of younger children. The height of shelving should not exceed five feet. Bright colors will contribute to the interest in the room.

Health Suite

A health suite is an essential part of an elementary school building. Periodic examinations are made to note the child's growth. Their eyes, ears, teeth are checked constantly so that any deficiencies may be corrected or called to the attention of the parents for correction before they become serious.

Administration

Any organization to be effective must have direction; in an elementary school the direction comes from the administration. Space is necessary for records and for clerical help as well as for the administrators. In this space the public will have its first contact with the school. It should be adequate for the work that will take place there and should be relatively close to the main entrance. The administrator often meets with individuals and small groups of teachers to solve problems which face the school. His office should be adequate to accommodate small groups and should be planned to permit private conferences. In some elementary schools the administrator will be responsible for teacher supervision and will initiate action that will lead to curriculum development. In so far as space is concerned, this means that some room should be available for teachers' meetings or workshops. This space, if properly planned, may serve many purposes. It can be equipped so that teachers may use it as a workroom and a lounge as well as a conference room. Toilet facilities should open off the corridor or an alcove rather than this room proper.

Outdoor Play Areas

In considering the activities of children in school, the outdoor space can not be overlooked. Space must be provided, of course, for the building, lawns, sidewalks and parking area in addition to the space that is necessary for the educational activities of the school.

Play areas for an elementary school are generally so planned as to separate children of different ages. Most often the kindergarten children have their own play area, which consists of some paved area as well as turf area. The primary grades are usually separated from the in-

(Concluded on page 201)

The "Bug Catcher" of Salem

Centennial of Appointment of Asa Fitch as State Entomologist To Be Observed Nationally

D. L. COLLINS
State Entomologist, New York State Science Service

IN THIS YEAR OF ANNIVERSARIES IN THE State Education Department there is one of such significance that it will receive national recognition in a celebration to be held in Washington, D. C., in the spring of 1954. It is the one hundredth anniversary of the establishment of entomological research as an essential governmental function. Significantly for us in this State, Dr Asa Fitch, first State Entomologist of New York, was the first entomologist in this country to become an official government entomologist, exactly 100 years ago.

Asa Fitch M.D. was appointed State Entomologist of New York on May 4, 1854. Of this event, Dr L. O. Howard said, "Fitch's appointment as State Entomologist of New York was the first great practical step taken in the United States properly to investigate the problem of insect damage."

At the time of his appointment as State Entomologist, at the age of 44, Doctor Fitch had already become well known both in Europe and the United States for his insect studies. Two years after his appointment there appeared the first of a remarkable series of 14 reports on the "Noxious, Beneficial and Other Insects of the State of New York." The first report covers 176 pages and is devoted entirely to insects affecting fruit trees.

The second report included a chapter on forest tree insects, and the third report also contained accounts, many of them notable for conciseness and detail, of insects injurious to forest trees. The fourth and fifth reports were devoted to insects affecting forest trees.

In the introduction to the third report, he writes, "I sometimes think there is no kind of mischief going on in the world of Nature around us but that some insect is at the bottom of it." It was apparently after further thought in this vein that he made the statement that reveals the ambitious nature of what he proposed to accomplish in his reports:

> I have hence thought that, in addition to the original matter which I have to report as the fruit of my investigations, I could not render a more valuable service than that of posting up this subject in such a manner as to present a map as it were, of the entire field. I therefore propose, in this and the succeeding reports, to pass over this whole ground, *giving every American insect which is at present known as being an injurious species* . . . I endeavor in each instance to render this account as succinct as possible, and at the same time sufficiently plain and definite to enable anyone, when

Dr Asa Fitch

he meets with an injurious insect, to ascertain its name. As it is the leading design of these Reports to impart information to common readers, I aim to use such terms and give such comparisons as will make the subject most clear to their comprehension, even at the risk in some instances of appearing inelegant and uncouth.

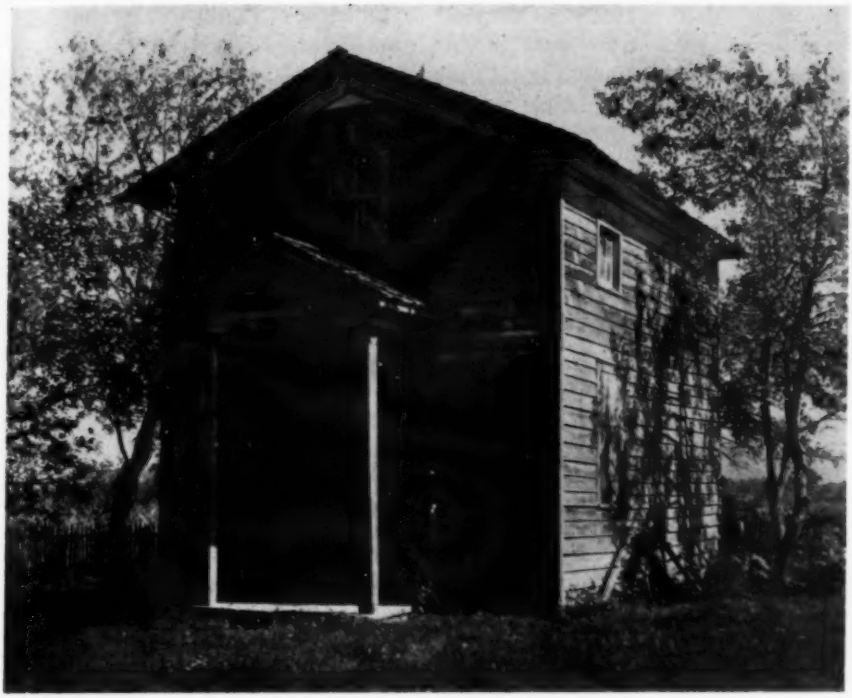
Few men, indeed, have ever set for themselves such an ambitious project in their chosen science, and even fewer are those who have come anywhere near achieving their goal. Asa Fitch was one of these few, for although the knowledge of insects has naturally continued to grow since Fitch's time, without question he knew more about more kinds of insects than anyone else of his time; and what is more, he presented that knowledge to the public, just as he said he would, in terms so precise that many of his descriptions can hardly be improved upon, yet in such simple, straightforward, charming style, that they were eagerly read and easily understood by the general public.

That Doctor Fitch was by no means deceived in the magnitude of the task he had set for himself was revealed in the routine he adopted for his everyday life. While still a student he planned his life work which he computed, if performed within the allotted age of man, must reduce the number of hours usually allotted to sleep. He experimented to determine this, and found that with five hours sleep nightly he could maintain a healthy body and mind. This, therefore, became his habit, although during his busiest seasons they were reduced to two or three hours.

The little "office" a few yards from his residence in Salem, N. Y., then and even now — for it is still standing — became known as "Fitch's Bughouse" and "night and day," according to a contemporary account, "it sent forth light to the world. So close was the watch he kept at the hatching time of the various larvae collected that for as long as a week he would catch his sleep in an armchair, waking at intervals to note the wonderful changes taking place in the insect life before him. At such times, his meals and an extra hour after tea to read the news was all the recreation he allowed himself, and even then his pocket-net was always within reach to capture any unwary moth or curious beetle whose love of light attracted it to the room."

This reminiscence of Doctor Fitch which appeared in the Popular Science Monthly in 1879, a few months after his death, contains also the following amusing anecdotes:

Doctor Fitch was a most devout Christian, and reading the Scriptures and prayer with his family was a daily habit of his life. But even when thus engaged it was not safe for an attractive insect to come in his way. A daughter, the



Doctor Fitch's "Bughouse" at Salem

one to whom he was indebted for many of the beautiful drawings which illustrate his writings, relates that on one such occasion when he had the Bible in his hands and was about to begin reading, a moth of peculiar appearance alighted on the Book before him. The ruling passion was too strong for either time or circumstance; glancing about, as if conscious of the incongruity of the proceedings, he quickly seized his net, bagged the curious specimen and with a half-guilty look proceeded with the reading. The capture was an important one, as the moth proved to be new to science. . .

. . . It is related that he would frequently be seen after a shower, on his hands and knees, searching about for insects and all manner of "creeping things," and would finally return to the house with his tall old hat completely covered inside and out with the writhing victims of his scientific greed.

It is not surprising that Doctor Fitch was nicknamed "The Bug Catcher" by his neighbors, but it was probably a term of affection rather than derision, for he was held in high esteem by all who knew him.

The great entomologists of Europe were quick to avail themselves of his discoveries. The high opinion in which he was held abroad is attested by the fact that he was a member of and a diplomate of the entomological societies of France, Germany and Russia, and the recipient of the Gold Medal of the Imperial and Central Agricultural Society of France.

Professor John Henry Comstock visited Doctor Fitch in the early 1870's, and has given us this impression:

I found him a very genial old gentleman. He was, as you know, a practicing physician and like many country physicians he had an office building out to one side in his yard, a little square building [the "Bughouse"], and in that was a really remarkable entomological library. When I talked with him about methods and how to go to work, he said, "The way to do is to sit down and study an insect." That is what I got from him. But it has always been a blessed memory to have seen that grand old man.

Professor Comstock's impression, gained from only a brief visit and conversation was evidently shared by other friends and colleagues. The "Sketch of Dr Asa Fitch" in the Popular Science Monthly for November 1879 closes with the following unique tribute:

His life was full of strong, pure manhood — full of such labor and study as few men have physical power to endure — full of the gentleness, the kindliness, and peace which come of well-living, and full of the honors which his labors had earned. He died April 8, 1879, the death of a good man.

Scouting in Rural Schools

The County and Rural Area Superintendents of the National Education Association and the Boy Scouts of America have cooperated in the preparation of a pamphlet entitled Scouting in Action in Rural Schools. Pictures and brief statements illustrate how Scouting reaches rural boys. Comments by school officials testify to the value of Scouting not only to the individual boys but to the operation of schools in terms of citizenship training, self-discipline and group morale. Among those interested in the promotion of this project is Francis E. Griffin, Chief of the Bureau of Rural Administrative Services in the State Education Department.

School Registered

The Regents on February 26th admitted the Shenendehowa Central School at Elnora to The University of the State of New York as a registered six-year high school.

Blind Students Help

Appreciation for the cooperation of students of the New York State School for the Blind at Batavia in helping to man the aircraft warning observation post in Batavia has been expressed by Civil Defense authorities. The post supervisor has told school officials that the willing help of these boys has also aided immeasurably in the recruitment of other volunteers.

Dr George Dann Dies

Dr George J. Dann, who retired in 1945 as superintendent of schools at Oneonta, died February 7th at the home of a daughter in Plattsburg.

Doctor Dann was graduated in 1896 from Union College and received the degree of doctor of pedagogy from New York University. He taught at Hobart and Liberty and was high school principal at Cobleskill and Roslyn before going to Oneonta as superintendent of schools in 1910.

Regents Grant Charters

The Board of Regents at its meeting January 29th granted an absolute charter incorporating the Lake Champlain Associates, Inc. The new corporation plans to operate a museum at Au Sable Forks to exhibit naval vessels of the Revolutionary War and War of 1812 periods and other items of historic and general interest connected with the naval history of the Champlain valley. The corporation plans also to salvage, raise, restore and reconstruct sunken ships from Lake Champlain and other waters.

The Regents also granted an absolute charter to the Eastern Military Academy of New York, Inc., located at Cold Spring Harbor. This school has been operating on a provisional charter granted on February 25, 1949.

Yeshiva of Flatbush, located in Brooklyn, received an absolute charter replacing the provisional charter which the Regents granted on February 15, 1930. This school was chartered to impart Hebrew training and knowledge as well as secular knowledge and training.

The Thornton-Donovan School of New Rochelle received an absolute charter replacing the provisional charter granted by the Regents on April 22, 1949, as a nonprofit day school for the elementary and secondary instruction of boys and girls.

Two nursery schools received absolute charters. They are the Levittown Nursery School of Bethpage and the International Nursery School of Parkway Village, Inc., of Jamaica. The Levittown Nursery School has been operating under a provisional charter granted by the Regents on November 19, 1948. The International Nursery School of Parkway Village has been operating under a provisional charter granted by the Regents on September 17, 1948.

The Regents amended the provisional charter of the Guidance Teachers Association of the City of New York, Inc., which had been granted on October 15, 1948, by changing the name to Association of Educational and Vocational Counselors of the New York City Schools, Inc., and granted an absolute charter to replace the provisional charter.

The proposed consolidation of Cary Collegiate Seminary in Oakfield, Genesee county, and the De Veaux School in Niagara Falls was approved by the Regents. The consolidated school will be operated as a secondary school for boys in Niagara Falls with the name De Veaux School. A new absolute charter was granted to the institution. The Cary Collegiate Seminary was incorporated by the Regents in 1845 but it ceased to conduct regular courses of study about 1905. The DeVeaux School was incorporated in 1853.

The Regents canceled the charter of the Hebrew National Schools in Brooklyn, which had received a provisional charter in 1910 and an absolute charter in 1946. The corporation last conducted a school at 687 LaFayette avenue, Brooklyn, but it ceased to function as a school after the sale of its property at that address in 1951.

The Regents also dissolved the corporation of Cook Academy at Montour

Falls, which was chartered in 1872 but closed in 1943.

Two provisional charters were granted to nursery schools. The Lexington Houses Nursery School received a provisional charter as a nonprofit school primarily for children of residents of Lexington Houses, a housing development operated by the New York City Housing Authority. The school is located at 187 East 98th street, New York City. The other nursery school to receive a provisional charter is the Westbury Community Nursery School of Westbury, a nonprofit cooperative school.

The provisional charter of Packard Junior College in New York City was extended for one year from February 25, 1954. The Regents also extended for five years from January 21, 1954, the provisional charters previously granted to Cicero Free Library at Cicero and Tully Free Library at Tully.

The Regents amended the charter of Rosary Hill College in Buffalo authorizing the corporation to confer additional degrees of bachelor of science and bachelor of music, changing the location as specified in the charter from Buffalo to Snyder and changing the charter purposes to read "to conduct a college primarily for the education of women." The charter previously specified that the institution was for the education of young women. The education of women remains the main purpose of the college but the institution has recently introduced special courses in sacred music on Saturday afternoons which it would like to open also to male students.

The charter of the Jewish Theological Seminary of America in New York City was amended to authorize the seminary to confer the honorary degree of doctor of Hebrew letters (D. H. Litt.).

The charter of the Institute of the Sisters of St Joseph of the Diocese of Buffalo was amended by deleting from the list of degrees conferred by the college the degree of master of education and substituting the degree of master of science in education.

The Board of Regents at its meeting on February 26th granted an absolute charter to the Public Affairs Information Service, Inc., of New York City. This corporation publishes a bulletin for the use of public and college librarians, indexing material of an economic, political and social science nature.

The Regents also granted an absolute charter to the Old Museum Village of Smith's Clove, Inc., of Monroe, to replace the provisional charter granted by the Regents on September 15, 1950.

An absolute charter replacing the provisional charter granted in 1937 was granted by the Regents to the Blasdell Free Library of Blasdell.

A provisional charter was granted by the Regents to the National Reading Foundation, Inc., New York City. This is a corporation to teach remedial reading at the elementary, secondary and adult education levels, to assist teachers and schools in improving reading techniques, to establish remedial reading clinics, to conduct research in reading disabilities and to conduct a school from kindergarten through grade 9.

The Regents granted a provisional charter to the Nassau Trial Forum of Mineola for the purpose of establishing and conducting clinics, forums and courses in the technique of courtroom trial practice and procedure.

The charter of the Union Theological Seminary in New York City was amended to permit the seminary to confer the degree of master of religious education in addition to the degrees in theology and the degrees of master of sacred music and doctor of sacred music which the seminary was previously authorized to confer.

Regents Approve Bond Issues

Ten bond issues totaling $9,323,000 for the acquisition of school sites, the erection and equipment of school buildings and the purchase of school buses were approved by the Board of Regents at its meeting January 29th.

This action was taken in accordance with the requirement of the local finance law that the Board of Regents approve propositions for bond issues to cover school improvements in districts where the cost of such improvements would bring the bonded indebtedness over 10 per cent of the valuation of the district's real property.

In addition the Regents granted their consent to the issuance of bonds totaling $665,000 to the City School District of Johnstown for the construction and equipment of an elementary school building. This makes a total of 11 bond issues in the amount of $9,988,000 approved by the Regents in January.

The bond issues approved for central, union free and common school districts of the state follow:

Weedsport Central School District, an issue of $22,000 for the acquisition of a site; $976,000 for the erection and equipment of a new school building; total, $998,000

Cincinnatus Central School District, an issue of $15,000 for the purchase of two school buses

Madrid Central School District, an issue of $135,000 for the completion of a school construction program

Schuylerville Central School District, an issue of $1,150,000 for the construction and equipment of a new junior-senior high school, including the acquisition of a site

Westmoreland Central School District, an issue of $1,050,000 for the construction and equipment of an addition to the junior-senior high school, including improvement of the site and reconstruction of existing building

Union Free School District 1, Towns of Aurora and Elma, Erie County (East Aurora), an issue of $275,000 for the construction, installation and equipment of an indoor swimming pool addition to the high school

Union Free School District 6, Town of Hempstead, Nassau County (Seaford), an issue of $1,450,000 for the construction and equipment of an elementary school, including site improvement

Common School District 5, Towns of Amsterdam, Montgomery County and Perth, Fulton County (Hagaman School), an issue of $250,000 for the construction and equipment of a new school

Common School District 7, Towns of Lewiston and Cambria, Niagara County (Pekin School), an issue of $70,000 for the construction of an elementary school

Union Free School District 17, Town of Oyster Bay, Nassau County (Hicksville), an issue of $30,000 for acquisition of land; $3,900,000 for the construction and equipment of a high school; total $3,930,000

Four bond issues totaling $1,272,100 for the construction and equipment of school buildings and the purchase of school buses were approved by the Board of Regents on February 26th.

In addition the Regents granted their consent to the issuance of bonds totaling $80,000 to the city school district of Peekskill for the completion of the construction of two elementary schools. This makes a total of five bond issues in the amount of $1,352,100 approved by the Regents in February.

The bond issues approved for central and union free districts of the State are:

Boonville Central School District, an issue of $12,100 for the purchase of two school buses

Castleton Central School District, an issue of $930,000 for the construction and equipment of a new junior-senior high school; $220,000 for the construction and equipment of an addition to the existing school; total $1,150,000

Union Free School District 4, Town of Gates, Monroe County (Thomas Edison Union Free School), an additional issue of $90 000 for the construction and equipment of an addition to the school

Union Free School District 16, Towns of Huntington and Babylon, Suffolk County (Hills School), an issue of $20,000 for the purchase of two school buses

Appointments to State Councils

The Board of Regents on January 29th made a number of appointments to advisory councils.

To fill the vacancy in the Business Education Council-Distributive Occupations, caused by the death of John C. Watson of Albany, the Regents appointed Clifford Allanson of Albany for the unexpired term ending September 30, 1956.

The Regents reappointed Ralph A. Beals of New York a member of the Library Council. Mr Beals is director of the New York Public Library, a former president of the New York Library Association and he was a member of the Governor's Committee on Library Aid. His appointment is for a term ending September 30, 1957.

To fill the vacancy on the Library Council caused by the resignation of Dr John A. Lowe of Rochester, the Regents appointed Harold S. Hacker of Buffalo for a term expiring September 30, 1956. Mr Hacker is director of the Grosvenor Library in Buffalo.

The Regents appointed Francis R. St John, Brooklyn, to the Library Council for a five-year term expiring September 30, 1958. Mr St John has succeeded Dr Milton J. Ferguson as chief librarian of the Brooklyn Public Library and fills the vacancy on the Library Council caused by the expiration of the term of Doctor Ferguson.

Harold A. Grimm of Buffalo was reappointed a member of the Nurse Advisory Council for a three-year term beginning January 1, 1954.

Thelma J. Ryan, associate professor of nursing at the University of Buffalo School of Nursing, was appointed a member of the Nurse Advisory Council for a three-year term beginning January 1, 1954. She succeeds Marion Sheahan of New York, whose term has expired.

Joseph G. Cohen, dean of teacher education for the College of the City of New York and William L. Gragg, superintendent of schools at Ithaca, were reappointed to the Teacher Education Council for terms of three years beginning October 1, 1953.

To fill the vacancy in the Teacher Education Council caused by the resignation of Benjamin C. Willis, former superintendent of schools in Buffalo, the Regents appointed Parmer L. Ewing, who is now superintendent of schools in Buffalo, for the unexpired term ending September 30, 1956.

The Regents appointed a temporary advisory committee on elementary school science as follows: Florence Beaumont, associate superintendent, New York City; Dr Paul E. Blackwood, United States Office of Education, Washington, D. C.; Dr R. Will Burnett, University of Illinois; Dr Alfred Collette, Syracuse University; Dr Gerald Craig, Teachers College, Columbia University; J. Harold DeNike, New York State Department of Commerce; Helen Gilbert, teacher, Tappan; L. J. Haworth, director, Brookhaven National Laboratory; Dr Bernard Hughes, New York State Committee on Tuberculosis and Public Health; Dr Irving Langmuir, General Electric Company; Paul C. Lemon, State College for Teachers at Albany; Morris Meister, principal, Bronx High School of Science, New York City; Harry Milgrom, supervisor of science, New York City; Samuel Schonberg, supervisor of science, New York City; Dr Victor E. Schmidt, department of science, State Teachers College at Brockport; Lewis K. Sillcox, executive vice president, New York Air Brake Company, Watertown; Lucy W. Stephenson, teacher, Buffalo.

Regents Approve University Courses

The Board of Regents at its meeting on January 29th in Albany took favorable action on the request of the Board of Trustees of the State University of New York approving courses in graduate study at the State University Medical Centers in Syracuse and New York City leading to the degrees of master of science, doctor of philosophy and doctor of medical science. The State University of New York has plans for initiating in the fall of 1954 a unified graduate program for the two medical centers under the general supervision of the Council for Graduate Studies of the university. The staff and facilities of other units of the State University will be employed upon occasion to supplement the offerings of the two medical centers.

Also on recommendation of the Board of Trustees of the State University of New York, the Regents authorized six institutions to confer the degree of associate in applied science. These institutions are:

Broome County Technical Institute, Binghamton

Erie County Technical Institute, Buffalo

Mohawk Valley Technical Institute, Utica

New York City Community College of Applied Arts and Sciences, New York

Hudson Valley Technical Institute, Troy

Westchester Community College, White Plains

The Regents also approved the request of the Board of Trustees of the State University of New York that Auburn Community College be authorized to confer the degrees of associate in arts and associate in applied science.

With the exceptions of the Hudson Valley Technical Institute of Troy and the Auburn Community College these institutions prior to September 1, 1953, were units of the State University of New York and conducted courses of study leading to the degrees in associate in applied science. Since the sponsorship of these institutions has been transferred to local control, the local boards are required to seek authority to confer the degree from the Board of Regents upon recommendation of the State University Board of Trustees.

The Hudson Valley Technical Institute and the Auburn Community College are new community colleges.

A Good Elementary School Building

(Continued from page 192)

termediate children, for they differ in size and in the types of games they play. This area is used for the planned outdoor physical education program as well as for activities before and after school hours.

A school building should serve as a community center. One of the most gratifying aspects of planning a school building for community use is that but little extra cost is required for this purpose.

Regents Register Secondary Schools

The Board of Regents on January 29th admitted two private schools to The University of the State of New York registering them as four-year high schools. They are St Albert's Junior Seminary in Middletown and St Mary's High School in Manhasset.

The Regents changed the registered names of public junior and senior high schools as follows:

William Wilson Junior High School, Mount Vernon, to Martin H. Traphagen School

Attica High School, Attica, to Attica Central School

Mount Morris High School, Mount Morris, to Mount Morris Central School

Delanson High School, Delanson, to Duanesburg Central School

Indian Lake High School, Indian Lake, to Indian Lake Central School

Corinth High School, Corinth, to Corinth Central School

Lowville Academy and Union Free School, Lowville, to Lowville Academy and Central School

College Will Conduct French Workshop

To keep pace with the growing interest in the study and teaching of modern foreign languages in the elementary school, the State College for Teachers at Buffalo will conduct during the coming summer session a Workshop in the Teaching of French in the Elementary Grades. To this workshop will be admitted elementary teachers who have some proficiency in French and who wish to strengthen this proficiency to the point that they may with confidence initiate instruction in French in their elementary classrooms.

A feature of the workshop will be a demonstration class of 25 children of fifth or sixth grade level, which will build its work around the central theme "A Summer in France." In addition to conversational French the children will receive an introduction to French history and geography, an acquaintance with French songs, dances and games, and some familiarity with customs of the French people.

Out-of-town members of the workshop will be housed together in a special section of the new college dormitories, and all members will have lunch together daily at special "French" tables.

Inquiries and requests for applications should be addressed to Dr Charles A. Messner, chairman, Foreign Language Department, State College for Teachers, 1300 Elmwood avenue, Buffalo 22.

Elementary Principals Elect

The following officers were elected at the annual meeting of the New York State Association of Elementary School Principals, which was held December 6th–8th at Syracuse: president, Horace M. Hagar, Amsterdam; first vice president, James J. Collins, Rye; second vice president, Edward F. Martelle, Endicott; secretary-treasurer, Charles W. Joyce, Rochester.

Pupil Personnel Services

Classes for Cerebral Palsy Children

In the past six years there has been more than a five-fold increase in the number of children with cerebral palsy who are receiving schooling in New York State. For the 1947–48 school year there were 82 such children. This figure increased to 142 in the school year 1948–49, was 294, 273 and 339 in the three following years and rose to 535 children in the school year that ended June 30, 1953. The percentage increase was 552 per cent.

Some of the children were cared for under orders issued by judges of the Children's Courts. This figure increased from 82 in 1947–48 to 105 last year. The 1949 Legislature provided that, effective October 1, 1949, school districts furnishing educational services to physically handicapped children would receive state reimbursement for one-half of the approved cost, just as with the counties that furnish schooling through the Children's Court orders. One hundred sixty-six children with cerebral palsy were helped under this law in the remainder of the 1949–50 school year and that figure increased to 430 last year. These 430, with the 105 Children's Court cases, make up the total of 535, as compared with 82 children five years earlier.

State expenditures for the 535 children were 12 times as great last year as five years previously. The amount spent per pupil was thus about double the figure of five years earlier.

Some of the 535 children are enrolled in some of the 29 special classes for children with cerebral palsy. These classes enrolled 348 children. As recently as seven years ago there were only five such classes in the State.

Guidance Workers Will Meet

State Education Department personnel will play prominent roles in the national convention of the American Personnel and Guidance Association, which numbers among its five divisions and three member organizations 8000 members. This convention will meet April 11th–15th at the Hotel Statler, Buffalo.

Dr Edwin R. Van Kleeck, Assistant Commissioner for Pupil Personnel Services and Adult Education, will be the banquet speaker for the National Association of Guidance Supervisors and Counselor Trainers.

Dr Francis J. Daly, Director, Division of Pupil Personnel Services, will serve on a panel discussing the development and coordination of pupil personnel services. He will also preside over a general session concerned with the building of support for guidance and sponsored by both the National Vocational Guidance Association and the Alliance for Guidance of Rural Youth.

Private Schools Hold Career Show

The first annual Career Show of the Private Vocational Schools Association of New York, Inc., was held at the 71st Regiment Armory, New York City, January 8th and 9th. The association consists of approximately 45 private trade schools licensed under the New York State Education Law. Forty of the member schools set up exhibits. Assistant Commissioner Joseph R. Strobel and Frank P. Johnston, Director of the Division of Industrial Education, State Education Department, participated in the program. The Bureau of Private Trade and Correspondence Schools and the Bureau of Guidance also participated. The Division of Vocational Rehabilitation set up an exhibit and provided consultation service throughout the show.

Faculty members from several schools gave demonstrations of the actual operation of courses in radio and television, fashion design, cosmetology, medical, dental and laboratory techniques, dietetics, photography, upholstery, automobile mechanics and allied trades, building maintenance and management, drafting, airline careers and modeling, welding, garment construction, printing and watchmaking.

More than 35,000 persons visited the show. The great majority were young people eager to get information concerning opportunities for vocational training. There were also representatives of the New York City Board of Education and many guidance counselors, principals and teachers from the public schools of the city. In addition to these, principals and guidance workers from New Jersey, Connecticut and New York State communities in the lower Hudson area came to the show and discussed educational opportunities with the exhibitors and the representatives of the State Education Department.

Equipment valued at nearly $1,000,000 was used in the booths to demonstrate instructional procedures in the school shops and laboratories. The 40 participating schools awarded a total of $25,000 in scholarships to qualified persons visiting the exhibit.

Plan Homemaking Departments

The Bureau of Home Economics Education in cooperation with the Division of School Buildings and Grounds of the Department will hold a conference on plans for space and equipment for homemaking departments at Mineola Junior High School on April 6th. School administrators, homemaking teachers, architects and representatives of equipment companies are invited to atend.

Dietetic Association Meeting

The New York State Dietetic Association's annual meeting will be held in Albany, April 28th–30th. School lunch managers concerned with group feeding problems will attend.

Homemaking Council Plans Program

The Home Economics Council met in the State Education Department on January 22d. The following members of the council attended the meeting: Mrs Dorothy Barclay, New York Times; Dr Sarah G. Blanding, president, Vassar College; Charles Bradley, principal, Pitcher Hill Elementary School, North Syracuse; Mrs William Golding, Cobleskill; Dr A. Gordon Nelson, associate professor, Cornell University; Dr. Raymond H. Ostrander, superintendent of schools, Mineola; Mrs. Lynn F. Perkins, Lake Luzerne; Martha Pratt, State Teachers College at Oneonta; Louis J. Wolner, principal, Homer Central School.

After hearing a summary of the program, policies and progress given by the members of the staff of the Bureau of Home Economics Education, the group discussed pertinent problems concerned with the undergraduate and graduate preparation of homemaking teachers. It was suggested that considerable flexibility be allowed in evaluating the background of individuals so that the program recommended may be built on the training and experience of individuals.

Members of the group also expressed a need for some studies and experimentation in determining what makes a good home economics teacher and what training is best to qualify her for teaching homemaking. The group discussed some of the personality needs of homemaking teachers as well as other requirements. The possibility of training some men to teach homemaking was proposed, since homemaking is becoming more and more a family responsibility.

Course in Family Living

To meet a growing need for a personal and family living course for ninth year boys and girls, the Bureau of Home Economics Education is at work on a bulletin which will be a supplement to the Planning Guide for Homemaking Education.

Members of the planning group include Madeline Dunsmore, Spencer Central School; Margaret Marshall, Willsboro Central School; Mrs Georgia F. Slikker, Phelps Central School; Mary G. Viverette, Newfane Central School; Marillyn Finch, State Teachers College at Plattsburgh; and Eleanore Westlund, State College for Teachers at Buffalo.

School Lunchrooms

The Bureau of Home Economics Education and the Division of School Buildings and Grounds of the Department cooperated in holding a series of school lunch equipment conferences during March. School administrators, school lunch managers, architects and representatives of equipment companies were present.

The group discussed policies of school lunch operation that affect space and equipment requirements, desirable physical arrangements and equipment needs and new developments in equipment.

Conferences were held at Mineola, Elmira, Rochester and Utica.

School Buildings

Regents Approve New Health Rules

Health and safety regulations for existing school buildings were adopted by the Board of Regents at its meeting in Albany on February 26th. The Regents amended Article XX of the Regulations of the Commissioner of Education relating to school buildings and grounds by adding the following two new sections:

§ 167 *Health and safety regulations for existing school buildings*

Pursuant to the provisions of section 409 of the Education Law, in order to insure the health and safety of pupils in relation to proper heating, lighting, ventilation, sanitation and health and fire and accident protection, all school buildings of school districts other than city school districts of cities having 70,000 inhabitants or more shall meet the following regulations:

1 There shall be at least two means of egress remote from each other leading from each floor of all school buildings.

2 Exterior fire escapes shall be installed when required by the Commissioner of Education and all details of their design shall be approved by the Commissioner of Education.

3 All basement space used by pupils shall have two means of egress remote from each other.

4 School buildings of Class B or C construction as defined by Local Finance Law, section 11.00, paragraph *a*, subdivision 11, shall not have places of assembly above the first floor.

5 Doors, walls and ceilings of heater and fuel rooms shall be finished with fire-resistive materials.

6 Space under stairs shall not be used for storage.

7 Wood floors in school buildings shall not be treated or finished with oil. Floors previously so finished shall be cleaned and refinished with a penetrating seal.

8 All school buildings of two classrooms or more shall be equipped with either manual or automatic fire alarm system. In addition, schools located within a city, village, town or fire district having a general fire alarm station and an electrically operated fire alarm system, shall also comply with the requirements of section 334-*a* of the Public Health Law in relation to installation and maintenance in such schools of a fire alarm box or boxes.

9 Fire extinguishers shall be so located in corridors that no point in the corridor and/or stairs is more than 100 feet distant.

10 Except as otherwise provided in section 168 of this article, effective September 1, 1956, every school building shall be provided with:

a A supply of safe, potable water for drinking purposes dispensed within the building through approved sanitary drinking fountains. No source of water supply shall be utilized without the approval of the State Department of Health.

b Separate toilet rooms, for boys and girls, with flush toilets and wash basins connected to an adequate water supply under pressure and a sewage disposal system if a public sewer is not available. No sewage disposal system shall be used without the approval of the State Department of Health.

§ 168 *Temporary school quarters*

No temporary school quarters shall be used in school districts other than city school districts of cities having 70,000 inhabitants or more without the approval of the Commissioner of Education.

Central District Formed

The Salamanca Central District was voted February 25th by a vote of 1844 to 318. The district includes the city school district of Salamanca and seven common school districts in Cattaraugus county. This is the 450th central district organized in New York State.

Department Staff

Caswell Miles Honored

The New York State Association for Health, Physical Education and Recreation has conferred upon Caswell M. Miles, Chief of the Bureau of Physical Education in the State Education Department, its State Service Award for 1954. The citation reads in part as follows:

> Your energies have been directed toward stimulating and aiding people to render a higher quality of professional service. Innumerable committees and projects have resulted from your initiative and guiding energy. You have carried a large share of the responsibility for the New York State Physical Education Standards Project, and you have made valuable contributions in the areas of recreation, camping and outdoor education.

Caswell M. Miles

Edgar Strong Dies

Edgar H. Strong, associate in vocational arts and crafts, Bureau of Occupational Extension and Industrial Services, died on January 10th as a result of a recurring heart attack. He had been ill since he was first stricken in October.

Born December 31, 1905, in Sherman, he earned an industrial arts diploma in 1929 from the State College for Teachers at Buffalo. He was awarded a bachelor of science degree by Alfred University and a master's degree by the University of Buffalo in 1946.

Mr Strong came to the Department in July 1953 from the State College for Teachers at Buffalo. He had taught industrial arts in LeRoy and Wolcott public schools. From 1942 to 1946 he was chief instructor at the Army Air Force Factory Training School at the Republic Aviation Corporation, Farmingdale.

Writes on Adult Education

Arthur P. Crabtree, head of the civic education section of the Bureau of Adult Education, is the author of an article, "Adults Keep Up with the Times," in the February issue of the NEA Journal. It describes adult civic education as carried on through community forums in village and rural areas of New York State.

A recent issue of the magazine Adult Education also carries an article by Mr Crabtree, reviewing the annual meeting in New York of the new National Association of Public School Adult Educators.

New Department Publications

A Design for Elementary Education in New York State, An Abstract. Bulletin 1423

A Design for Early Secondary Education in New York State, An Abstract. Bulletin 1426

These two bulletins were prepared by the Division of Research in order to give schools immediate assistance in working toward improvement of elementary and early secondary education. The bulletins are abstracts of two studies conducted by the Division of Research to help schools of New York State develop the best possible local programs. They describe a design for elementary education and early secondary education embodying the best features from theory, research and practice and providing a goal toward which the schools of New York State might work.

Drop-Outs, the Cause and Cure

Tested practices that will help solve the problem of dropouts are suggested in this folder compiled by the Department for the Regents Council on Readjustment of High School Education. The council is conscious of the need for improving the holding power in the State's high schools and has analyzed the reasons junior and senior high school principals give for pupils leaving school, such as low intelligence, retardation, lure of a job etc. For each of these reasons the leaflet makes specific recommendations.

Film Round-Up No. 17, Physical Education

This revision and expansion of a portion of an earlier list of motion pictures in the field of physical education was compiled by the Bureau of Audio and Visual Aids with the cooperation of the Division of Health and Physical Education. The annotation for each title includes sources from which the film may be borrowed or rented.

Syllabus in Music, Grades 7–12

This new syllabus presents a modern, flexible program of music study and activities in a variety of courses sufficiently interesting to challenge every pupil to profit from the opportunities music offers. It includes a number of units of study and suggests various approaches to them with the aim of providing music education appropriate to the wide range of needs of different pupils. The syllabus emphasizes that the most important objective of music education is to help pupils sense esthetic values in music and to develop a lasting appreciation and enjoyment of good music. It outlines minimum requirements for regular courses of study, performing groups and private music study.

Tenure and Salaries of Teachers, Law Pamphlet 11

This pamphlet quotes the text of statutes relating to the tenure and salaries of teachers and presents an interpretation of these laws. Teacher tenure was established in 1917 and has been extended to various groups until now tenure has been accorded to teachers and members of the teaching and supervising staff in city school districts, in village superintendencies and in all other school districts which employ eight or more teachers.

A Venture in International Understanding, a Manual for Developing the Community Ambassador Project including Community Study Guide, Bulletin 9, Bureau of Adult Education

This manual explains that the purpose of this community project is to further understanding between people of different nations or cultures by sending overseas outstanding young people who live as members of foreign families and who upon their return home share their experiences

with the community that sent them. It gives full directions regarding the organization of the project and outlines some of the methods used by different communities to carry the project to a successful conclusion.

Regents Examinations. Bulletin 1424

This bulletin contains a brief statement of the past development and future potentialities of Regents examinations. The pamphlet points out that Regents examinations have been an integral feature of the secondary education program of New York State for nearly 90 years and have played a major role in developing and maintaining the high standards of instruction and achievement found in New York high schools. The pamphlet concludes that because Regents examinations are the product of the cooperative efforts of teachers and administrators and are responsive to constructive suggestions from the field they will be continually strengthened and improved and will continue to be used to measure what the secondary schools in New York State consider important for secondary schools to do.

Secondary Principals Elect

The New York State Association of Secondary School Principals elected the following officers at its annual meeting December 13th–15th at Syracuse: president, Wilbur T. Miller, Corning; first vice president, Philip A. Schweickhard, Amherst; second vice president, William J. Hageny, Cold Spring; third vice president, Louis J. Wolner, Homer; fourth vice president, John W. Turner, Chautauqua; immediate past president, Earl Vandermeulen, Port Jefferson; secretary, Ward I. Fiedler, Warrensburg; treasurer, William D. Firman, Cobleskill; assistant secretary, Rowland H. Ross, Hastings; assistant treasurer, Mark H. FitzGibbons, Oswego.

Civil Service Tests

The State Department of Civil Service has announced that the following open competitive examinations for positions in the State Education Department will be held on May 1, 1954. Applications will be accepted until March 26, 1954. Application forms and detailed information may be obtained from the Examinations Division, State Department of Civil Service, 39 Columbia street, Albany.

Number 0011. Associate in Adult Education. Three vacancies. Salary $6088 to $7421 in five annual increases.

Number 0012. Assistant in Adult Education. One vacancy. Salary $4964 to $6088 in five annual increases.

Number 0013. Assistant in Adult Civic Education. Two vacancies. Salary $4964 to $6088 in five annual increases.

Number 0014. Assistant in Education for the Aged. One vacancy. Salary $4964 to $6088 in five annual increases.

Number 0015. Assistant in Americanization and Adult Elementary Education. Two vacancies. Salary $4964 to $6088 in five annual increases.

Number 0016. Associate in Adult Education Curriculum. One vacancy. Salary $6088 to $7421 in five annual increases.

Examinations will be given on May 15, 1954 and applications will be accepted by the Department of Civil Service until April 9, 1954, for the following positions:

Number 0027. Supervisor of Dental Health Education. One vacancy. Salary $6801 to $8231 in five annual increases.

Number 0028. Associate in Education Guidance. One vacancy. Salary $6088 to $7421 in five annual increases.

Number 0029. Assistant in Education Guidance. Two vacancies. Salary $4964 to $6088 in five annual increases.

Book Reviews

Kearney, N. C. Elementary school objectives. Russell Sage Foundation. New York. 1953. $3

This report, prepared by Nolan C. Kearney, meets a long existing need for a comprehensive and authoritative survey of the behavioral outcomes of elementary education. It attempts to identify specific goals which are not only attainable, but also lend themselves to measurement and evaluation. It is not primarily concerned with designing the curriculum or improving instructional practices, even though the reader will readily grasp the implications for both. It is simply an illuminating study of what can and should be expected of the elementary school.

The book is organized in three parts. The first is devoted to the background for the study. It discusses the environment in which schools operate, showing how progress and change have affected the public's attitude toward the school. Very briefly it touches on some of the conflicting demands and expectations of the elementary school and speculates as to some of the reasons for these problems. Also, the report shows how schools operate in their environment under conditions prevailing at the mid-century. Then, having defined the setting for the study, the first section concludes with a description of the technical aspects of the report.

Part Two presents recommended goals for the elementary school years as they are conceived by a distinguished group of educators. These goals are discussed in detail, together with a unique organization of material which makes it possible to judge the progress being made toward their achievement.

Part Three deals with the implications of the study for educational practice, research and measurement. It will be of interest to both the public and school personnel alike, for it indicates the direction in which we must move together in order to secure better education for our children.

ROBERT H. JOHNSTONE
Associate in Elementary Curriculum

Andersson, Theodore. The teaching of foreign languages in the elementary school. Preliminary edition. D. C. Heath and Company. Boston. 1953. $1.25

The author is the director of the master of arts and teaching program of Yale University. In the past four or five years he has done a great deal of work on elementary language teaching. He was cochairman of a committee on the preparation of teachers of French for the elementary schools, that was made up of 14 outstanding educators of six states. It included high school and college teachers, city supervisors of modern languages, an assistant superintendent of city schools and the chief of a bureau of higher education and teacher certification of a state education department. He is recognized as one of the outstanding authorities on the teaching of foreign languages in elementary grades.

This manual is a practical guide for administrators who are considering introducing elementary languages into their schools. It contains 66 pages of exposition of the problems involved and their solutions, followed by 13 pages of bibliography and 30 pages of sample lessons that will be extremely helpful to the teacher who is to teach a foreign language to small children for the first time. The bibliography shows where teaching aids, curriculum manuals, handbooks for teachers of French and Spanish, even textbooks and readers, may be obtained.

ROY E. MOSHER
Supervisor of Foreign Languages Education

Training School for Cooks

A training school for school lunch personnel will be held at Elizabethtown, April 20th–23d.

Educational Notes

Ilion Superintendent Dies Suddenly

Dr Earl P. Watkin, superintendent of schools at Ilion, died suddenly on February 17th at his office in the Ilion High School. He had been superintendent of schools at Ilion for more than 30 years and during that time had made many improvements to the program and facilities.

A graduate of Hamilton College, he received his master's degree from Columbia University and his doctorate in education at New York University. He had been active in local and state educational organizations and in civic enterprises in his community. Just prior to his death he had received the Good Citizenship Award of the Ilion post of the Veterans of Foreign Wars.

In an editorial tribute to Doctor Watkin the Ilion Sentinel said:

> The children of Ilion have lost a good and faithful friend.
>
> They have lost a champion who literally cut short his own life, so interested was he in their welfare and progress.

Leon Weiss Dies at Convention

Leon J. Weiss, superintendent of schools at Fallsburgh since 1946, died suddenly on February 17th in Atlantic City, N. J., where he was attending the meetings of the American Association of School Administrators. He was 48 years old.

A graduate of Cornell University, Superintendent Weiss received his master's degree at Columbia University and was studying for a doctorate at New York University. Before his appointment as superintendent upon the formation of the superintendency district, Mr Weiss was supervising principal of the South Fallsburg High School. Active in civic and educational enterprises, Mr Weiss was busy at the time of his death on plans for a new school construction program.

Former Superintendent Dies

A. Merritt Jones, who retired three years ago as superintendent of schools of the third supervisory district of Suffolk county, died January 22d at the home of his daughter in Albany.

Named Deputy Superintendent

David W. Densmore has been named deputy superintendent of schools in Rochester. He has been on the staff of the Rochester schools since 1923 and has been assistant superintendent since 1940.

Lake Placid Meeting

The New York State Association for Supervision and Curriculum Development will hold its annual conference at the Lake Placid Club on May 9th–11th.

Keynote speaker will be Dr John Mason, president of the Foreign Policy Association. Other major addresses will be presented by Dr Frederick H. Bair, Administrator of the Education Practices Act, and Dr James M. Spinning, superintendent of schools in Rochester.

Dr J. Cayce Morrison, New York City director of education and adjustment of Puerto Ricans, and formerly Coordinator of Research in the State Education Department, will be honored for his extensive service to the field of education.

Eight discussion groups will review topics related to all major areas of teaching, supervision and administration in the fields of elementary, secondary and higher education.

Girl Scouts Leaflet

As part of a plan aimed at closer cooperation between schools and Girl Scouts, the advisory committee on school relations of the Girl Scouts of the U. S. A. has published a leaflet entitled A Partnership — Girl Scouts and Schools. This leaflet is intended to explain to school executives and teachers how they can work with the local Girl Scout organization for the mutual benefit of their communities. Copies may be obtained through the Girl Scout organization in each community. Dr Edwin R. Van Kleeck, Assistant Commissioner for Pupil Personnel Services and Adult Education in the State Education Department, is chairman of the advisory committee on school relations.

Health Conference

All members of the Bureau of Health Service, Division of Pupil Personnel Services, participated actively in the meetings of the New York State School Nurse-Teachers Association and the Dental Hygiene Teachers Association which were part of the 16th annual conference of the New York State Association for Health, Physical Education and Recreation held at Buffalo, January 27th to 30th. Dr John A. Forst, Chief of the Bureau of Health Service, spoke at the annual luncheon of the School Nurse-Teachers Association. Dr Francis J. Daly, Director, Division of Pupil Personnel Services, spoke at the meeting of the Dental Hygiene Teachers Association, which was organized by Lena K. Pearce, of the Bureau of Health Service.

Letter to Supervisors

The Letter to Supervisors prepared and issued by the Bureau of Elementary School Supervision of the Division of Elementary Education entered its eighth year of publication with the January 1954 issue. Begun by Dr Frederick J. Moffitt and the staff of the Bureau in January 1947 as a four-page release to principals and supervisors of elementary education, the Letter to Supervisors has grown into an attractively illustrated and colorful printed monthly publication treating each month of the school year some topic of timely interest and value to the schools.

The letter is mailed each month to school administrators, principals and supervisors in both public and private schools, as well as to colleges and universities, libraries and other state departments of education.